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ABSTRACT

A description is given of a course, oriented around traditional foundations of education concepts, designed to prepare regular teachers for teaching handicapped students in their classrooms. The course's philosophy is that education students should have an opportunity to apply concepts and relationships drawn from other disciplines to current educational challenges. The course places emphasis on experiences that can be related to fundamental philosophical questions about the purpose of education in society and the achievement of equal educational opportunity. Following a statement of the objectives, an outline of the course is presented. A listing of experiential learning activities is provided with brief annotations pointing out their significance in accomplishing affective objectives of the course. Procedures for evaluating the course's effectiveness in achieving desired student outcomes are described. Required readings are suggested, and sample tests outlined. A summary is offered on the fundamental concepts of equality of educational opportunity and values clarification. (JD)

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EXPERIENTIAL PLUS: A MULTIPLE PURPOSE FOUNDATIONS COURSE

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Experiential Plus: A Multiple Purpose Foundations Course

Overview

A new kind of foundations course is described in the materials which are attached. Its first premise is that education students should have an opportunity to apply concepts and relationships drawn from disciplines that are foundational to education to current educational challenges. Its second premise is that a foundations course should be filled with experiences that can be related simultaneously to existing educational challenges and to fundamental questions such as "What is the purpose of education in American society?" or "How can equality of educational opportunity be achieved?". Although the course remains oriented around a selection of traditional foundations concepts, it is designed to achieve additional purposes which research suggests are vital to the preparation of regular teachers who will be asked to teach handicapped students. Consequently the course is a demonstration of how the limited curricula space available to teacher educators can be used to address the new needs of today's teacher trainee.

Presentors

Jesse Liles is a foundations specialist at James Madison University in Harrisonburg, Virginia. He has a particular interest in curriculum development for teacher education and has created and teaches a course on "Values and Teaching". Dr. Liles is currently acting as coordinator of a consortia-type Dean's Grant Project.

Homer Page is a foundations specialist with a particular interest in the theory and practice of experiential education. His position as Director of the Office of Services to Disabled Students at the University of Colorado/Boulder gives him a unique opportunity to foster meaningful contact between persons with disabilities and pre-service teachers.

The presentors are currently accepting requests from Dean's Grant Projects and Schools of Education to act as consultants. They can assist with faculty and curriculum development activities needed by foundations departments and groups.

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Relation to Research

This course is an attempt to reflect in the foundations segment of a teacher preparation program research findings related to several context variables that are significant aspects of the process called "mainstreaming". Preparing regular teachers to instruct handicapped pupils is the particular challenge which is being addressed. In order to meet this challenge successfully it is necessary to use representative problems, ideas, concepts and guidelines to provide an opportunity for in-depth study rather than an attempt to survey the full sweep of disciplinary concepts that are foundational to education. The context variables and the research findings to which they relate are listed below. The citations accompanying each variable are representative of bodies of research,

1. A shared characteristic of effective teachers is that they know well their own value systems: particularly their attitudes toward the individuals and groups they are teaching.

Combs, A.W. "Teacher education: the Person in the Process", Educational Leadership, April, 1978.

2. Generic problem solving skillls, such as those needed by teachers when they manipulate the many context variables that are a feature of every classroom, can be learned directly.

Whimbey, A. & Lockhead, J. Problem solving and comprehension: A short course in analytical reasoning (2nd ed.). Franklin Institute Press, Philadelphia, PA 1980.

3. Successful mainstreaming is to a large degree dependent upon teachers arranging for the social acceptance of mildly handicapped students who are using regular classes as their appropriate LRE.

Johnson, D.E. & Johnson, R.T. "The classroom as a social system;" in D. Corrigan and K. Howey, editors, Special Education in Transition. Reston, Virginia, the Council for Exceptional Children, 1980.

4. Teachers involved in the mainstreaming process are not fully implementing its individualizing aspects.

Childs, Ronald E., "Perceptions of Mainstreaming by Regular Classroom Teachers Who Teach Mainstreamed Educable Mentally Retarded Students in the Public Schools", Education and Training of the Mentally Retarded, (Oct. 1981)

5. Traditional foundations courses have small potential for influencing the

attitudes of teacher education students.

Smith, Joan K. and Hickman, Roy D., "The Impact of A Foundation of Education Courses or Attitudes: Results of A Longitudinal Study", Educational and Psychological Measurement 38, (Fall, 1978)

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Experiential Plus: A Multiple Purpose Foundations Course

I. Objectives Related to Thinking Skills

1. Education students will be able to explain how to use experiential learning techniques to promote reflection, concept analysis, and value change.

2. Education students will be able to apply the generic thinking skills of effective problem solvers to the identification of fair solutions to the dilemmas presented by P. L. 94-142's mandate to educate special students in regular classes.

II. Affective Objectives

1. Education students will develop an awareness of and respect for the experiences of disabled individuals.

2. Education students will have an opportunity to develop a flexible and non-fearful attitude toward individuals who have handicaps.

3. Education students will experience a learning environment in which a change in attitude toward handicapped persons can take place.

4. Education students will be able to relate in a positive, empathic manner and in a professional capacity to pupils with handicaps.

5. Education students will have an opportunity to develop a committment to a philosophically based and mature definition of "fairness" especially as that concept applies to the instruction of special students in regular classes.

6. Education students will have an opportunity to assume the perspective of handicapped persons while addressing questions such as: (1) What is the purpose of education in American society? (2) What has been the traditional role of the public school in American society with regard to the extension of equality of educational opportunity to all persons? (3) What moral and legal justifications exist in support of equality of educational opportunity for handicapped persons?

III. Cognitive Objectives

1. Education students will be able to communicate to others a sense of the historical purpose of American public education especially as it relates to public schools making equality of educational opportunity available to all persons.

2. Education students will be able to identify contradictions between the stereotypes held by members of our society concerning people with handicaps and the reality of the lives of handicapped persons.

3. Education students will be able to defend alternatives to "alikeness of treatment" as a criterion for the distribution of educational resources, including teacher time and attention.

4. Education students will be introduced to and learn to reason with a family of concepts used by moral philosophers to analyze the problem of defining universal moral duties. Concepts to be mastered include: beneficence, justice, distribution, need, merit, equality, fairness.

5. Education students will apply the family of concepts to the problem of defining "equality of educational opportunity". Morally defensible answers will be developed for "special" and "intact" populations; and for a variety of educational settings including elementary and secondary classrooms, vocational and college preparatory tracks, interscholastic athletics and regular classes being used by special students as their appropriate least restrictive environments.

6. Education students will be able to defend the use of alternative grading practices for pupils who are members of special populations.

Experiential Plus: A Mulitiple Purpose Foundations Course

Outline of Content

I. Definition and Characterization of:

A) Effective, generic thinking skills including: 1) selective attention 2) sustained analysis 3) analogizing 4) suspension of closure 5) auto censorship

B) Experiential learning

It is the intent of the instructors that the learning activities in the course would create a "process" dominated learning environment in which study of the content outlined in II & III below would result in student mastery of generic problem solving skills and mastery of the basic concepts that define experiential learning.

II. An Historical and Philosophical Analysis of the concept of "equality of educational opportunity."

A) Historical development of the concept of equality of educational opportunity

1. The Common School Tradition
2. Key Court Cases
3. Due Process and P. L. 94-142

B) Just fulfillment of moral obligations

C) Distribution of benefic ence according to:

1. need
2. merit
3. equally

D) Fair distribution criterion for special populations and special settings:

1. differientation between "equally" and "alikeness of treatment"
2. equality as the necessity to treat differently persons who are different.

E) P. L. 94-142 and "equality of educational opportunity"

1. Content of the law including "a free, appropriate public education"
2. Moral dilemmas arising from efforts to implement P. L. 94-142

III. Analysis of Real and Vicarious Experiences with members of special populations

A) Commercial and educational media as sources of information and values about handicapped persons.

1. Stereotyping as a concept
2. Stereotypes to which persons with handicaps are subjected
3. Simulating handicaps as a teaching device

Outline of Content (continued)

III.

B) Experiences with persons with handicaps.

1. Reality of life for a disabled person.
2. Meaning of disabilities in American society.
3. Rewards and frustrations of a "dependence-cooperation-independence" relationship between an intact person and an individual with a disability.

Students will be asked to read:

1. Emerson, Ralph Waldo - "The American Scholar"
2. Cremin, Lawrence - The Genius of American Education
3. Frankena, William - Ethics
4. Connors, Eugene V and Richard Vacca -"IEP's: A Gateway for Legal Entanglement"

Students will view:

"We Know Who We Are" and "Blindness - Emerging Minority" - from National Federation of the Blind

"Accept & Excel" from Van Derbur

"Diabetes - Focus on Feelings" - from Pyramid Films

"Survival Run" - from Magus Films

Experiential Plus: A Multiple Purpose Foundations Course

Learning Experiences - List & Annotation

Experiential learning means that students are challenged to learn from an experience which is arranged for or provided by the instructor or group leader. Often the experience consists of an encounter with resource persons or of a visit to a setting outside the classroom. Discussion, analysis and reflections upon the meaning and significance of the learning opportunities, including assigned readings, is essential to the success of this approach.

I. Nature of experiential learning and problem solving skills

1. Identification of "experience" as a powerful and productive learning medium. The instructor asks each student to identify and describe in writing one or two experiences that they have had with learning which proved the most productive and significant for them. After the students have produced their brief written descriptions, oral sharing and discussion will take place. After reading about how "experience" and "reflection upon experience" can serve as powerful learning modes additional discussion and reflection will take place. At an appropriate point the instructor will explain and demonstrate how the entire course is "experience" oriented. Student and instructor roles will be described and course requirements related to the basic concept of learning as reflecting upon experiences.

2. Experiential Identification of the Characteristics of Effective Problem Solvers

   After students complete the pre-test version of Whimbey's Analytical Skills Inventory, the instructor will lead the group in an oral, problem-by-problem analysis of the inventory which is composed of 19 brief items. Students solving a given problem correctly and students solving the same problem incorrectly will be asked to describe aloud the procedures they used to address and complete the problem. Comparison of responses will identify:

   (1) Characteristics common to the approaches used by successful students
   (2) Characteristics common to the approaches used by unsuccessful students.

   As a conclusion, the class will be able to construct a description of the effective problem solver vs. the ineffective problem solver. The instructor will then point out that the class will be continuously challenged to exercise problem-solving skills and that oral description and analysis of mental procedures will be used to reinforce effective thinking.

II. Equality of Educational Opportunity

1. Students will be asked to read Cremin's The Genius of American Education. A study guide including application level questions will be provided. Class discussion and small group work will help identify historic relationships between "schooling", "opportunity" and "equality" in American society. Material describing Plessy vs Ferguson and Brown vs Board of Education will be read and discussion will continue. Student feelings about their future as teachers and the role of the schools in extending equality of opportunity will be elicited. A value clarification strategy designed to help students identify their current definition of the term "fairness" will be conducted.

2. Student's will be asked to read Frankena's Ethics. A study guide including application level questions will be provided. Class discussion and small group work will insure mastery of the basic conceptual relationships that Frankena uses to define the universal moral obligations of beneficence and justice. Concentrated attention will be paid to the educational implications of the responsibility to create by our teaching acts a just distribution of "educational" beneficence. Discussion about the use of the equality criterion of distributative justice with reference to special students will take place. Small group problem solving exercises which examine a variety of educational situations, including the regular classroom as a LRE, will take place. Moral dilemmas likely to arise will be identified; including the dilemmas associated with grading practices and standards of achievement. Dilemmas will be expressed as real-life case histories, and solved. Reflection upon the role of rationally defensible criteria as guidelines for the making of fair and effective educational value judgments will be encouraged.

III. Encounters with disabled individuals

1. Analysis of what it means to have a disability

Class will view the films "We Know Who We Are" and "Blindness - An Emerging Minority". Instructor will provide an opportunity for class members to interact with a blind individual. Selected members of class can simulate being partially sighted in such manner that their outside of class peers are not aware of the simulation. After sharing experiences and reflection, discussion should focus upon those aspects of manipulating the surrounding environment that sighted persons take for granted. The class should proceed to a discussion of why advocacy groups such as the National Federation of the Blind are necessary and how they identify and fulfill their goals

2. Analysis of stereotypes to which disabled individuals are subjected.

Each class member will be asked to view and produce a written report upon a piece of commercial media - film or TV - which portrays an individual with a disability. The entire class will view the film "Accept & Excel " with Marilyn Van Derbur. Class discussion should focus upon identifying stereotypes. Identifying the effects of stereotyping upon

Learning Experiences (Continued)

handicapped individuals in an educational setting will be emphasized. The activity will conclude with a presentation by the instructor describing teacher actions that can be used to insure the social acceptance of handicapped pupils in regular classes.

3. Relationships between intact persons and persons with handicaps

Students will view film "Survival Run". Discussion techniques will be used to identify that vis-a-vis intact persons, an individual with a handicap can have a dependent relationship, an independent relationship, or a cooperative relationship. Transitions from one type of relationship to another in the film will be noted. Discussion will identify the satisfactions and frustrations of each party during each type of relationship. Small-group problem solving using a public school case history requiring manipulation of the concepts will conclude the exercise.

4. Experiences of disabled persons who are educators

Instructor will provide contact between the class and one or more individuals who have a handicap and are also involved in schooling. Ideal resource persons are handicapped teachers or college students who have a handicap. Interaction between class members and resource persons will be structured so that class members acquire a knowledge of and an empathy for the handicapped individuals' perspective on the educational process. Instructors will encourage reflection by education students upon the effect of teacher attitude on the classroom performance of handicapped students.

5. Simulating handicaps as a teaching device

Instructors will present a learning opportunity based on the simulation of a variety of handicapping conditions. Students can be blind, wheelchair bound deaf, without use of a limb, or learning disabled. Realism will be emphasized. Discussion during de-briefing will concentrate upon a description of the feelings toward others engendered by the experiences of those possessing mock handicaps.

6. Application of changed values and concepts to a new situation

Instructor will create 3 or 5 person problem-solving groups in class. The film "Diabetes - Focus on Feelings" will be shown. Each group will then be challenged to work collectively to make specific plans for the inclusion of a diabetic individual in a class they are teaching. Plans will be shared and critiqued.

Experiential Plus: A Multiple Purpose Foundations Course

Evaluation Procedures

Two categories of evaluation will be conducted.

One category will consist of measures of the degree to which students master the skill and cognitive objectives of the course. Student grades will be based upon performance in this category.

A Second category will consist of measures of the degree and direction of students changes in attitude or values toward persons with handicaps. Instructors will use informal observation procedures as well as formal instruments to measure these changes. Students will be informed as to the outcomes but will not be graded on the degree to which they attain the affective goals of the course.

Measurement Procedures for Category One

1. A pretest/post-test administration of the Whimbly Analytical Skills Inventory will be conducted. (copy attached)

2. Teacher constructed achievement tests designed to measure application level mastery of the philosophical, psychological, and educational concepts presented in the course will be administered.

3. Individual communication assignments will be made and evaluated. These assignments will require students to use oral and written communication skills to share with fellow students their analysis of and reflections upon selected learning activities which are a part of the course.

Measurement Precedures for Category Two

1. A pretest/post-test administration of Baker's Mainstreaming Inventory and Attitude Toward Disabled Persons Scale will be conducted. (copy attached)

2. Students will be asked to engage in and report upon a self-analysis of their attitude toward disabled persons and their feelings toward equality of educational opportunity for members of special populations.

GUIDE QUESTIONS FOR

CREMIN, LAWRENCE, THE GENIUS OF AMERICAN EDUCATION

1. How do you think education is related to individual lives and to the quality of life in a society?

2. How do you think education and freedom are related?

3. How are schooling and democracy potentially related?

4. In a democracy, to whom should "growth" opportunities be available?

5. Use an example to distinguish between the lateral and vertical transmission of knowledge?

6. What does Cremin think American schools are uniquely equipped to accomplish?

7. What does it mean to say that Americans usually justify education in pragmatic terms?

8. What is "quality"?

9. If you are growing, are you growing toward or away from quality?

10. How do American schools reflect a social commitment to the worth and dignity of every human being?

11. Can you cite a specific instance of a schooling practice that fails to recognize the worth and dignity of individuals?

12. In theory, who is included in the phrase "every citizen"?

13. In reality, who do you think is included in the phrase "every citizen"? Is anyone excluded?

14. Create pragmatic justifications for:
    1) the liberal arts
    2) social equality and cooperation
    3) the equalitarian approach to schooling

15. What is the difference between a scholar and a pedagogue?

16. Why must knowledge be humanized before it can be popularized?

17. Do your parents believe that common schooling unifies? Do you?

18. How can the popular culture of a democratic society become meaningful rather than vulgar?

19. In your experience, how do the masses tend to feel about individuals who are different? How do you feel about those who are different? Are you different?

20. What do you think American schools are uniquely equipped to accomplish?

21. Are there any valid social goals which American society should pursue even if it means changing the schools?

FRANKENA - ETHICS, SAMPLE TEST

The questions are intended to require that students use the ethical concepts and guidelines they have learned from Frankena to analyze problems related to equality of educational opportunity.

1. What relationship exists between free will, determinism , and moral responsibility?

2. Why do individuals have a moral obligation to act in a just as well as in a beneficent manner?

3. Create an original example of the use of the need criteria to distribute educational beneficence.

4. What is of intrinsic value to everyone?

5. Explain why "alikeness of treatment" in an educational setting may not be a correct application of the equality criterion of distribution.

SUMMARY OF CONCLUSIONS

EQUALITY OF EDUCATIONAL OPPORTUNITY

General characteristics of a school setting where the _____ criteria for distribution will yield justice; i.e., equality of educational opportunity.

AVAILABLE CRITERIA:

(1) Merit

(2) Need

(3) Equality

  (a) Alikeness of treatment
  (b) Alikeness of result

ASSUMPTIONS:

(1) Limited time and resources

(2) An externally imposed minimum acceptable level of performance

CONCLUSIONS:

Merit: Situations that are voluntary, competitive, and where the performance or abilities needed for selection are made public.

Need: Situations that are heterogeneous to the extent that any other criteria will result in some pupils failing to reach the minimum acceptable level of performance.

Equality: (alikeness) - Situations that are homogeneous to a high degree

Equality: (unlikeness of treatment to achieve alikeness of result). This should be used unless there is preponderant evidence in favor of one of the others.

How can teachers achieve equality of opportunity using unlikeness of treatment directed toward alikeness of goal?

(a) Criterion referenced grading;

(b) Individualized instruction;

(c) Peer tutoring with good human relations;

(d) Different teaching materials and strategies for those who are taking more time to achieve an acceptable level of performance.

VALUE CLARIFICATION

Fairness

Suppose you were on the governing board of a college or university. A benefactor has left a fund of money to endow student scholarships. About 10,000 students attend this university at an average cost of $6000 per student per academic year. The income from the endowment is approximately $250,000 per year. In order to offer scholarships to students, the administration of the university must decide upon what basis they can be awarded. The administration has determined that 40 scholarships of $6,000 each can be in force at any one time. If no student is allowed to hold a scholarship for more than four years, a total of at least ten new scholarships can be awarded each year.

The administration has just finished presenting to the board three plans for awarding scholarships. They are as follows.

Plan A

At the conclusion of fall registration each year the names of all members of the freshman class will be placed in a computer programmed to randomly select the ten recipients of that year's scholarship. Each scholarship is to continue until graduation or for as long as the recipient remains a student in good standing.

Plan B

Ten academically qualified individuals will be selected from those high school graduates who apply for admission to the university and who apply for the scholarships. Criteria of selection to be used by a faculty admissions committee include: high school GPA, SAT scores, leadership experiences in high school, special talents or abilities, proposed

program of study, and a personal interview. Each scholarship recipient must maintain a 3.25 average on a 4.0 scale to retain the scholarship from one academic year to the next through a maximum of four years.

Plan C

Each year ten qualified applicants who can demonstrate their need for financial support to the extent that they could not attend the university without this support will be awarded the scholarships. The scholarships will remain in effect for a maximum of four years so long as the student's established need continues to exist.

Instructions:

(1) Make a choice of the plan you will support

(2) Pretend that the people sitting at your table are the governing board.

(3) Reach a consensus choice which all of you are prepared to support and defend before your classmates.

Note to instructor: The plans represent distribution criterion of merit, need and equality. As the instructor you should not suggest multiple criterion plans. However if a group initiates such a plan you should be supportive. After each group has described its plan the class will be aware of several functional definitions of fair distribution.

WHIMBEY ANALYTICAL SKILLS INVENTORY - PRE TEST

Instructions:

This inventory consists of 20 questions. Some of the questions are multiple choice, while others are more complex. For each of the multiple choice questions, circle the answer which you think is correct.

1. Which word is different from the other 3 words?

   a. yell b. talk c. pencil d. whisper

2. If you are facing east and turn left, then make an about-face and turn left again, in which direction are you facing?

   a. east b. north c. west d. south e. southwest

3. 20 is to 30 as 10 is to _____?

   a. 5 b. 25 c. 60 d. 15 e. 10

4. In a different language liro cas means "red tomato," dum cas dan means "big red barn" and xef dan means "big horse." What is the word for barn in this language?

   a. dum b. liro c. cas d. dan e. xer

5. There are 3 separate, equal-size boxes, and inside each box there are 2 separate small boxes, and inside each of the small boxes there are 4 even smaller boxes. How many boxes are there altogether?

   a. 24 b. 13 c. 21 d. 33 e. some other number

6. One number in the series below is incorrect. What should that number be?

   3 4 6 9 13 18 24 33

   a. 33 b. 7 c. 24 d. 31 e. 32

7. Which pair of words best fits the meaning of the sentence?

   _____ the dog was big, he was _____ heavy.

   a. Since--not b. Although--very

   c. Although--not d. Because--nevertheless

8. An orthopedist is a _____ specialist.

   a. brain b. heart c. ear and throat d. lung e. bone

9. Three empty cereal boxes weigh 9 ozs. and each box holds 11 ozs. of cereal. How much do 2 full boxes of cereal weigh together?

a. 20 ozs. b. 40 ozs. c. 14 ozs. d. 28 ozs. e. 15 ozs.

10. A journey always involves a _____?

a. person b. destination

c. distance d. vehicle e. preparation

11. Which pair of words is different from the other 3 pairs?

a. walk--slowly b. speak--loud

c. read--book d. lift--quickly

12. Which number is repeated first in the following series?

5 9 4 8 2 3 6 1 7 4 7 6 7 8 9 1 5 2 3 5 8 9 5 3 5 4 3

a. 7 b. 8 c. 6 d. 4 e. 5

13. Write the 3 letters which should come next in this series.

B A A C E E D I I E M M F __ __ __

14. Elephant is to small as _____ is to _____.

a. large: little b. hippopotamus: mouse

c. turtle: slow d. lion: timid

15. Which set of letters is different from the other 3 sets?

a. HRTG b. NOMP c. XACW d. LDFK

16. A train travels 50 mi when a car travels 40 mi. How many miles will the train travel when the car travels 60 mi?

a. 60 b. 50 c. 70 d. 75 e. 80

17. How many sixths are in 12/2?

a. 6 b. 1 c. 36 d. 4 e. 24

18. Which word is different from the other 3 words?

a. peregrination b. pilgrimage

c. outlandish d. promenade

19. Select the answer which is most nearly equivalent in meaning to the following statement:

> Show me the man you honor. I know by that symptom, better than any other, what you are yourself.
>
> —Carlyle

a. The works of great scholars should be read and studied.

b. A man can be judged by his works.

c. A man can be judged by those he emulates.

d. Each human being has his own unique worth.

20. Based on your experience with this pre-test, do you think you can become a better problem solver?

☐ yes ☐ no

ANSWERS:

1. C
2. A
3. D
4. A
5. D
6. D
7. C
8. E
9. D
10. C
11. C
12. D
13. Q,Q,G
14. D
15. B
16. D
17. C
18. C
19. C

WHITNEY ANALYTICAL SKILLS INVENTORY - POST TEST

Instructions:

This inventory consists of 20 questions. Some of the questions are multiple choice, while others are more complex. For each of the multiple choice questions, circle the answer which you think is correct.

1. Which letter is as far away from K in the alphabet as J is from G?

   a. K b. M c. N d. G e. I

2. Which pair of words fits best in the blanks?

   Arm is to wrist as _____ is to _____.

   a. leg: foot b. thigh: ankle c. leg: ankle d. leg: knee

3. Which set of letters is different from the other 3 sets?

   a. EFGE b. BCDB c. KLML d. OPQO

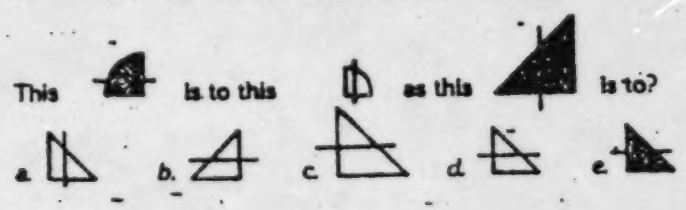
4. Write the 2 letters which should appear next in the series.

   C B F E I H L K __ __

5. Ten full crates of walnuts weigh 410 lb, while an empty crate weighs 10 lb. How much do the walnuts alone weigh?

   a. 400 lb b. 390 lb c. 310 lb d. 320 lb e. 420 lb

6. The first figure is related to the second figure in the same way that the third figure is related to one of the answer choices. Pick the answer.



7. Write the 2 numbers which should appear next in the series.

   3 9 5 15 11 33 29 __ __

8. An equivocal statement is _____.

   a. relevant b. equivalent c. credible

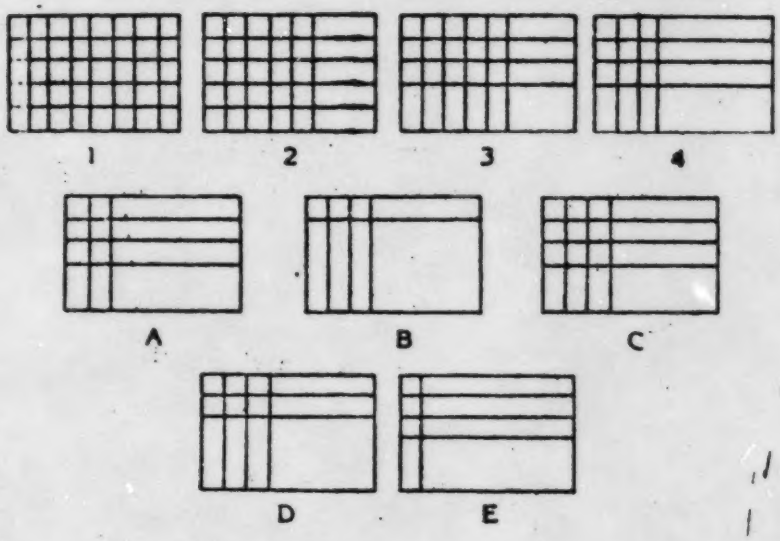
   d. somewhat loud e. ambiguous

9. Cross out the letter after the letter in the word pardon which is in the same position in the word as it is in the alphabet.

10. In how many days of the week does the third letter of the day's name immediately follow the first letter of the day's name in the alphabet?

    a. 1 b. 2 c. 3 d. 4 e. 5

11. The top 4 figures form a series which changes in a systematic manner according to some rule. Try to discover the rule and choose from among the alternatives the figure which should occur next in the series.



12. Which pair of words fits best in the blanks?

    Oven is to bake as _____ is to _____.

    a. automobile: carry b. dishwasher: dishes

    c. food: ice d. vacuum cleaner: rug

13. One-third is to 9 as 2 is to _____.

    a. 6 b. 18 c. 36 d. 54 e. 99

14. Which word means the opposite of demise?

    a. hasty b. birth c. accept d. embrace

15. Hospital is to sickness as _____ is to _____.

a. patient: disease
b. jail: prisoner
c. doctor: patient
d. school: ignorance
e. nurse: illness

16. Heretic is to religious as _____ is to _____.

a. disbelief: faith
b. adversary: cooperative
c. sinner: punishment
d. disrespectful: pious

17. 2, 9, 3, 5, 1, 8, 4. Take the difference between the second number and the next-to-last number, then add it to the fourth number. If this sum is less than 6, write the word "go" in this space _____; otherwise, write the word "stop" in this space _____.

18. 3, 6, 4, 2, 5, 9, 1. Add the second number to the sixth number, then divide by 3 and write the quotient, unless it is greater than 5; in this case add the first number to the next-to-last number and divide by 4. What is your final answer?

a. 3 b. 5 c. 2 d. 4 e. some other number

19. Optimist is to pessimist as _____ is to _____.

a. solace: morose
b. sanguine: morose
c. benefactor: patron
d. eulogy: gloomy

20. Based on your experience with this post-test and the activities of this class, do you believe you have been able to increase your problem-solving abilities?

☐ yes ☐ no

ANSWERS:

1. C	9. O, crossed out	17. Stop
2. C	10. C	18. B
3. C	11. D	19. C
4. O,N	12. A	
5. C	13. D	
6. D	14. B	
7. 87,83	15. D	
8. E	16. B	

BAKER"S MAINSTREAMING INVENTORY
and ATTITUDE TOWARDS DISABLED PERSONS SCALE

Cliff Baker, University of Colorado

Last 4 Social Security digits: _ _ _ _

Put an X on top of the response which most accurately represents your current opinion about the statement. There are no correct answers.

		strongly disagree	disagree	no opinion	agree	strongly agree
1.	I think that the full time special education class is the best placement for handicapped students.	SD	D	N	A	SA
2.	I believe that average children will profit from their contact with handicapped students needs.	SD	D	N	A	SA
3.	Handicapped students are more like normal students than they are different from them.	SD	D	N	A	SA
4.	It would be best if handicapped persons would live and work with non-handicapped people.	SD	D	N	A	SA
5.	As with non-handicapped students, teachers should require handicapped students to share accountability for their learning.	SD	D	N	A	SA
6.	Having to teach handicapped pupils places an unfair burden on the majority of classroom teachers.	SD	D	N	A	SA
7.	Assignment of a handicapped child to a regular classroom is a wise administrative decision.	SD	D	N	A	SA
8.	Most handicapped persons want more affection and praise than other people.	SD	D	N	A	SA
9.	Integration of handicapped students will require most teachers to learn and use new techniques and materials.	SD	D	N	A	SA

(over)

Last 4 Social Security digits: _ _ _ _

10.	I believe that placing a handicapped student in a typical classroom would damage the student's self-concept.	SD	D	N	A	SA
11.	A handicapped child will be motivated to learn in a regular classroom.	SD	D	N	A	SA
12.	I am confident that I will be able to make handicapped students feel comfortable in my classroom.	SD	D	N	A	SA
13.	Handicapped children should compete with normal children.	SD	D	N	A	SA
14.	As a result of placement in a regular classroom, a handicapped child will develop a more positive attitude toward school.	SD	D	N	A	SA
15.	The integration of handicapped students into a regular classroom represents an opportunity for the teacher to grow both personally and professionally.	SD	D	N	A	SA
16.	In my role as an educator, I have little confidence in my ability to control whether students make scapegoats out of "mainstreamed" handicapped.	SD	D	N	A	SA
17.	With a handicapped child in a regular classroom, there will be an increase in the number of behavior problems among the other children.	SD	D	N	A	SA
18.	The presence of a handicapped child in a regular classroom will be a cause for complaints from the parents of the other children.	SD	D	N	A	SA
19.	Handicapped persons are usually more sensitive than other people.	SD	D	N	A	SA
20.	Placement of a handicapped child in a regular classroom will likely result in his becoming socially withdrawn.	SD	D	N	A	SA

21.	Handicapped people should not have to compete for jobs with normal persons.	SD	D	N	A	SA
22.	A handicapped child will be disruptive in a regular classroom.	SD	D	N	A	SA
23.	I think that the integration of handicapped students into the regular classroom will harm the educational achievement of average students.	SD	D	N	A	SA
24.	The driving test given to a handicapped person should be more severe than the one given to the non-handicapped.	SD	D	N	A	SA
25.	A handicapped child will not respond even to your best teaching efforts.	SD	D	N	A	SA
26.	There is not enough time in a teacher's day to deal satisfactorily with the different needs of both average and handicapped pupils.					
27.	I believe that average students are uncomfortable when they are with children who have obvious physical deformities.	SD	D	N	A	SA
28.	Handicapped workers cannot be as successful as other workers.	SD	D	N	A	SA
29.	Integration of handicapped students will require most teachers to change the physical arrangements and management of their classrooms to increase the variety of learning environments available to children.	SD	D	N	A	SA
30.	A handicapped child will develop a more positive self-concept as a result of being placed in a regular classroom.	SD	D	N	A	SA
31.	If I were the parent of a child who had a learning problem, I would want him to be in a regular classroom for most of the school day.	SD	D	N	A	SA
32.	A handicapped child will likely form positive social relationships with other children in a regular classroom.	SD	D	N	A	SA

Last 4 Social Security digits: _____

33.	Handicapped people usually do not make much of a contribution to society.	SD	D	N	A	SA
34.	Handicapped persons don't want any more sympathy than other people.	SD	D	N	A	SA
35.	I generally look forward to the challenge of working with handicapped children.	SD	D	N	A	SA
36.	The experience of being in a regular classroom will increase the chances of a handicapped child attaining a more productive and independent place in society.	SD	D	N	A	SA
37.	I believe that average students need the experience of being in contact with handicapped students in an academic setting.	SD	D	N	A	SA
38.	Given my current understanding, I believe that "mainstreaming" will benefit me as a teacher, as well as all children.	SD	D	N	A	SA
39.	If I were the parent of a child who had an emotional problem, I would want him to be in a regular classroom for most of the school day.	SD	D	N	A	SA
40.	Integration of handicapped students will require most teachers to use classroom time differently and perhaps more efficiently than is now the case.	SD	D	N	A	SA

Scoring: Baker's "Mainstreaming Inventory and Attitude Toward Disabled Persons Scale"

A person's responses to the scale can be quantified by assigning number values to individual responses as follows:

(1) Positive or pro-handicapped items

SD	D	N	A	SA
1	2	3	4	5

Items numbered 2, 3, 4, 5, 11, 12, 14, 15, 30, 31, 32, 34, 35, 36, 37, 38, 39 should be socred this way.

(2) Negative or against handicapped items

SD	D	N	A	SA
5	4	3	2	1

Items numbered 6, 8, 10, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26 27, 28, 33 should be scored this way.

(3) The items numbered 1, 7, 9, 13, 21, 29, 40 should not contribute to the numbered scoring process since they are more or less neutral with regard to the handicapped.

The Scale can be used to:

1. Compare a persons current attitude toward the disabled with the attitude expressed on a previous adminstration.

2. Compare one persons attitude toward the disabled with another persons attitude.

3. Compare a groups current attitude toward the disabled with the attitude expressed by the group on a previous administration.

4. Compare the attitude toward the disabled expressed by one group to the attitude expressed by another group.

The typical use of such an instrument would be to attempt to measure change in attitude of an individual or a group. A before and after measure where there has been an intervening condition would be entirely appropriate. With the scoring method described above, an increase in the number representing a respondent's score would mean a more favorable attitude toward disabled persons while a decrease in the total would mean a less favorable attitude toward the handicapped.